**Gardner-Webb University**

**School of Education**

**Master of Arts in Executive Leadership Studies (MELS)**

**Syllabus**

1. **Course Number and Title: MELS 604 – 21st Century Curriculum and Instructional Development**
2. **Instructor**

Name:

Email:

Telephone:

Office Hours:

**Student should contact their instructor for any questions regarding this course.**

**Content Area Faculty (Responsible for syllabus)**

Name: Sydney Brown, Ph.D.

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NOTE: To ensure program consistency, all sections of each course in the Gardner-Webb University School of Education MELS program, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Program Professor/Lead Faculty. Instructors may modify readings, topics, or assignments in consultation with the content area faculty listed above.

1. **General Course Information**
   1. **NC Standards for School Executives -** Content in this course and assignments as evidenced through continued work and/or submission for review of specific artifact components have a particular focus on the North Carolina Standards for School Executives (NCELS). For specific correlation of standards to artifact components, refer to page 24 of the *MELS* Handbook or to the detailed listing of assignments for the course. The full standards may be found here: <http://www.ncpublicschools.org/docs/profdev/standards/school-executives-standards/principals.pdf>
   2. **Description -** MELS 604 assists the candidate in identifying and understanding the learning and teaching of curriculum, instruction, and assessment for the 21st Century. Includes study of appropriate instructional and evaluative methodology used to teach a diverse population of students. Provides knowledge and practice to Executive Leadership candidates in guiding teachers in effective models and strategies for teaching all students to a high level of achievement. The course includes an emphasis on differentiation of instruction for specific student populations.
   3. **Rationale -** Leaders within 21st century schools are expected to create collaborative cultures focused on student learning and including students, parents, and community stakeholders in addition to school staff. By developing a thorough understanding of the field of curriculum and instruction, the school executive can facilitate the consideration of research-based best practices as curricular choices and build consensus among various stakeholders based on a broader understanding of the alternatives available and the rationale supporting those alternatives. A continued goal in public education is to improve student learning within respectful educational environments. Through study and application of research-based models of teaching, future executive leaders expand their knowledge of differentiating instruction based on specific needs and preferences of learners matched to characteristics of content and learning skills.
   4. **Goals/Objectives –** By the end of the course, the future executive leader will:
      1. Continue work with their PLC in researching best instructional practices related to specific site needs (Artifact 1C; NCELS 1c, 2a, 6b).
      2. Continue reflective journaling related to the process of working with their PLC on analyzing data and developing an action plan related to student learning and development (Artifact 1D; NCELS 5b)
      3. Begin work on constructing a collaboratively developed, formal action plan related to improving student learning based on site-specific data (Artifact 1E; NCELS 1c, 2a, 3c, 4a, 5b).
      4. Utilize research conducted on teacher empowerment and leadership to develop a visual checklist of best practices (Artifact 2B; NCELS 3d).
      5. Conduct a gap analysis comparing researched best practices on teacher empowerment and leadership to actual site-specific practices (Artifact 2C; NCELS 3d, 4c).
      6. Analyze findings from comparison of research findings and site-specific practices to identify opportunities for teacher empowerment within the candidate’s site (Artifact 2D; NCELS 1d, 3d, 4a)
      7. Collaborate with PLC members to create a formal action plan targeting identified opportunities for teacher empowerment (Artifact 2E; NCELS 1d, 3d, 4a, 4b, 4c)
      8. Continue work of gathering qualitative data through observation and interview for use in creating a rich description of the school setting (Artifact 5C; NCELS 3b, 3d, 7a)
      9. Continue work assessing the level of cultural competence of various facets of the school setting (Artifact 5D; NCELS 3b, 3d, 7a)
      10. Collaborate with stakeholders (both internal and external to the school site) to review findings of disaggregation of school data and climate survey (ie Teacher Working Conditions Survey) data in order to formulate recommendations to the School Improvement Team for adjustments/additions to the School Improvement Plan (Artifact 6D; NCELS 1a, 1c, 2a, 3b, 6b)
   5. **Instructional Methods** - This course will utilize a variety of instructional methods including, but not limited to: text readings, scholarly research and critique, discussion board postings and responses, powerpoint presentations, videos of teaching and learning, videos of experts in the field, work within professional learning communities, small and whole group discussion, and opportunities for examining and analyzing school data and planning and creating products based on that data.
2. **Required Materials**

*Gardner-Webb University School of Education Master of Arts in Executive Leadership Studies Handbook – June 2011 edition*

*Gardner-Webb University Customized Textbook – MELS 604*

Parkay, F. W., Hass, G., & Anctil, E. J. (2010). *Curriculum Leadership: Readings for developing quality educational programs (9th Edition).* Allyn & Bacon: Boston.

1. **Course Organization**

The content for this course is divided into 11 learning modules. Module topics for the course include:

1. Course Introduction
2. 21st Century Issues in Curriculum
3. Educational Research for Instructional Development
4. The Field of Curriculum
5. Instruction and Curriculum Development for Diverse Learners
6. The Curriculum in Action
7. Social Foundations of Curriculum
8. Selecting and Applying Models of Teaching
9. Curriculum Design and Development
10. Curriculum Implementation and Evaluation
11. Sharing with Colleagues

A table outlining specific module requirements with recommendations for scheduleing within a 15 week semester appear below. Specific due dates and scheduling may be adjusted by the course instructor. Depending on the format of the course (online, hybrid, face-to-face), the course instructor will provide specific information regarding formats of “postings” and “presentations” (BlackBoard site, whole group discussion, small group discussion, document submission). In addition, the course instructor may choose to supplement material provided below to align with specific module focus and objectives.

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| --- | --- | --- |
| **Week** | **Module** | **Class Activities and Assignments (completed before class meeting date)** |
| 1 | Module 1 –  Course Introduction  Course objectives addressed: 604.1, 604.10  MELS artifact components addressed: 1C, 2A, 3A, 3B, 6A-E  NCELS objectives addressed: 1a, 1c, 2a, 3b, 3d, 4a, 6b | * Review and understand course syllabus * Review MELS handbook for specific requirements related to timeline and assignments associated with MELS 604 * **Artifact Work 1** – Assume you are the executive leader of your school site. Based on the data you have analyzed and collected thus far (Artifacts 1C, 2A, 3A, 3B, 6A-E), provide a summary on the status of your school (areas of strength and areas of need) based on this data that is succinct (5-10 minutes) and understandable to a variety of stakeholders (both internal and external to the school site). You may include charts or graphs as means of clarification/illustration. Based on feedback from your colleagues and course instructor, edit the presentation of the data and begin plans for conducting a focus group analysis of the information (Artifact 6D). The results of this focus group will be reported at the end of the semester. |
| 2 | Module 2 – 21st Century Issues in Curriculum  Course objectives addressed: 604.2  MELS artifact components addressed: 1A, 1B, 1D  NCELS objectives addressed: 1b, 1c, 2a, 5b | * Read Chapter 2 “Social Forces: Present and Future” in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * View PD360 videos on Professional Learning Communities (PLC) (<pd360.com>). Your instructor will provide further information on how to access the site. * Examine resources housed at <allthingsplc.info> * **Posting 1**  - What social force in curriculum described in Ch. 2 do you see as important at your school site? Why? What similarities/differences between your site and your colleagues’ sites can you identify? * **Posting 2**  - At this point, you have already begun the process of PLC implementation and facilitation at your school site (Artifacts 1A and 1B). After reviewing the required resources (videos and website), what recommendations could you make for improved implementation of your site’s PLC? In addition to sharing these reflections with colleagues, note them in your process journal that will be submitted as Artifact 1D. Be sure to continue updating this journal as you proceed in your work with your PLC. |
| 3 | Module 3 – Educational Research for Instructional Development  Course objectives addressed: 604.1, 604.4  MELS artifact components addressed: 1C, 2A, 2B, 2D  NCELS objectives addressed: 1c, 1d, 2a, 6b, 3d | * Read Chapters 1-3 in *Gardner-Webb University Customized Textbook – MELS 604* * View the video tutorial on using Academic Search Premier (note the other videos that may assist you in your work at GWU!) - <http://www.gardner-webb.edu/library/get-help/research-tools/video-tutorials/index.html> * Consult the Boolean tutorial if you need assistance on using search terms effectively (<http://lib.colostate.edu/tutorials/boolean_info.html>) * Use the information in the videos and tutorials as well as your reading to identify three research articles related to the course and needs identified at your school site. This research will be used to inform your work in Artifact 2 and may also be of use in Artifact 1. * **Posting 3** - Post links or .pdf files of the articles as well as the specific search terms you used to find the articles. |
| 4 | Module 3 – Educational Research for Instructional Development  Course objectives addressed: 604.4, 604.5, 604.6  MELS artifact components addressed: 2B, 2C, 2D  NCELS objectives addressed: 1d, 3d, 4a, 4c | * **Posting 4** - Consult other students’ documentation of their research process and compile a list of helpful search terms that you did not use in your own research. * **Artifact Work 2** – After reading your selected articles, select one to fully document in a research summary paper. Your paper should be between 2-3 pages long and should contain the following: a paragraph summarizing the article, one or more paragraphs synthesizing information from the article with the first three chapters of the textbook and with your own experience, and one or more paragraphs citing potential application of the research in your article to develop teacher empowerment and leadership in your current educational context (Artifact 2). Use proper APA citations when quoting your article and the textbook and include the full APA citation for the article and your textbook with the summary. Save your document as a word or .rtf file before submission. |
| 5 | Module 4 – The Field of Curriculum  Course objectives addressed: 604.3  MELS artifact components addressed: 1E  NCELS objectives addressed: 1c, 2a, 3c, 4a, 5b | * Read Chapter 1 “Goals and Values” in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * Review the SMART goals powerpoint * **Artifact Work 3 –** With members of your PLC, create a document providing documentation of data source/s, information derived from the data, suggested areas of instructional improvement based on the data, and suggested goals based on these areas to improve. In addition to the SMART Goals powerpoint, the PD360 video entitled “Goals: Pillar Four of Successful Schools” previously viewed in Module 2 on pd360.com may be of use. This work will be useful in completing Artifact 1E. |
| 6 | Module 5 - Instruction and Curriculum Development for Diverse Learners  Course objectives addressed: 604.8  MELS artifact components addressed: 5C  NCELS objectives addressed: 3b, 3d, 7a | * Read Chapters 4, 19, and 20 in *Gardner-Webb University Customized Textbook – MELS 604* * Take the VARK learning styles inventory ([www.vark-learn.com](http://www.vark-learn.com)) * **Posting 5** - Provide a brief description of your results from the VARK Learning Styles Inventory. How do you see these results at work in your own preferred teaching and learning conditions? How is this information useful to you as a future executive leader? * **Artifact Work 4 –** Continue work on analyzing your school environment by reviewing and updating your work thus far on Artifact 5C. This component of the artifact should describe specifically how you gathered data related to the diversity present in your school setting and should detail that diversity with relation to various factors. (See the rubric for Artifact 5C for additional details.) |
| 7 | Module 5 - Instruction and Curriculum Development for Diverse Learners  Course objectives addressed: 604.9  MELS artifact components addressed: 5D  NCELS objectives addressed: 3b, 3d, 7a | * View PD360 videos on differentiating instruction. Go to [www.pd360.com](http://www.pd360.com) and login (course instructor will provide details). Under “Explore the Content” go to the folder entitled “Differentiating instruction for all students” and view all the videos in either the Elementary Edition or Secondary Edition folder according to your interests * **Posting 6 –** Why is the information contained within the readings and videos for this module important in your future work as an executive leader? How can this information be used in determining opportunities for teacher empowerment and increased student achievement at your site? * **Artifact Work 5** – Continue work on auditing the cultural competence of your school site by ensuring that information related to the school vision and mission and teacher quality are described fully (Artifact 5D). |
| 8 | Module 6 – The Curriculum in Action  Course objectives addressed: 604.6, 604.7  MELS artifact components addressed: 2D, 2E  NCELS objectives addressed: 1d, 3d, 4a, 4b, 4c | * Read Chapter 8, 9, or 10 as applicable to your grade level of interest in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * Read the definition of professional development and view the six videos explaining this definition on the National Staff Development Council’s website - <http://www.learningforward.org/standfor/definition.cfm> * Explore other resources on this site to become familiar with what is available * **Posting 7** – How do challenges/issues identified in the chapter related to your grade level of interest influence your school site and your work with your PLC? * **Posting 8** – Consult with PLC members and school administration to determine whether your district has a preferred format for planning school-wide professional development. If available, provide this format for review and use by your colleagues. |
| 9 | Module 7 – Social Foundations of Curriculum  Course objectives addressed: 604.4, 604.5  MELS artifact components addressed: 2B, 2C  NCELS objectives addressed: 3d, 4c | * Read Chapters 3 and 4 in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * View the following TED talks   + *Ken Robinson: Changing education paradigms:* [*http://www.ted.com/talks/lang/eng/ken\_robinson\_changing\_education\_paradigms.html*](http://www.ted.com/talks/lang/eng/ken_robinson_changing_education_paradigms.html)   + *Sir Ken Robinson: Bring on the learning revolution!*: <http://www.ted.com/talks/lang/eng/sir_ken_robinson_bring_on_the_revolution.html> * **Posting 9** – How does the information presented by Sir Robinson compare to the information studied in your text? * **Artifact Work 6 –** Working with members of your PLC and based on the data gathered, information studied, and work completed thus far, prepare a visual documenting best practices related to teacher empowerment and leadership. Relate these goal practices to current practices within the school site. (Artifacts 2B and 2C). |
| 10 | Module 8 – Selecting and Applying Models of Teaching  Course objectives addressed: 604.5  MELS artifact components addressed: 2C  NCELS objectives addressed: 3d, 4c | * Review the Appendix (Ch. 23) and selected chapters (candidates’ choice as described below) in *Gardner-Webb University Customized Textbook – MELS 604* * **Artifact Work 7** - Select a teaching model presented in the text that has an accompanying peer coaching guide in the appendix. Based on the gap analysis conducted in posting 15 (Artifact 2C), identify one or more teaching models that would serve as an appropriate focus for professional development for teachers at your site. Provide a rationale for why this particular model/s is suited to the curricular content and classroom context of one or more teachers in your school site. |
| 11 | Module 8 – Selecting and Applying Models of Teaching  Course objectives addressed: 604.6  MELS artifact components addressed: 2D  NCELS objectives addressed: 1d, 3d, 4a | * **Artifact Work 8 –** Based on work completed on Artifacts 2A-2C and in conjunction with your PLC, identify and prioritize professional development opportunities for teachers at your site that address gaps in best practices and actual practices. These professional development opportunities should have increasing teacher empowerment and thus, student achievement as their goal. Information gathered on effective professional development in Module 6 as well as information on effective teacher models should be consulted. (Artifact 2D) |
| 12 | Module 9 – Curriculum Design and Development  Course objectives addressed: 604.7  MELS artifact components addressed: 2E  NCELS objectives addressed: 1d, 3d, 4a, 4b, 4c | * Read Chapter 5 “Approaches to Curriculum Development” in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * **Posting 10 -** How does the approach to curriculum development at your site compare with information presented in the text? Consider the criterion questions for curriculum development at the end of the chapter in your response. * **Artifact Work 9 –** Provide an update for your work with your PLC group on completing an action plan focused on teacher empowerment based on work completed thus far for Artifact 2 |
| 13 | Module 9 – Curriculum Design and Development  Course objectives addressed: 604.7  MELS artifact components addressed: 2E  NCELS objectives addressed: 1d, 3d, 4a, 4b, 4c | * **Artifact Work 10** – Present your PLC’s Action Plan for Teacher Empowerment and Leadership (Artifact 2E) for feedback and critique from a small group of cohort colleagues. Based on feedback, edit the action plan for improved formatting or content. After editing and review by your instructor, all components of Artifact 2 should be posted to TaskStream and comments requested by reviewers. |
| 14 | Module 10 – Curriculum Implementation and Evaluation  Course objectives addressed: 604.1  MELS artifact components addressed: 1A, 1B, 1C  NCELS objectives addressed: 1b, 1c, 2a, 6b | * Read Chapter 6 “Curriculum Implementation, Instruction, and Technology” in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * View the video series entitled *Legacy: Managing Change* on PD360 * **Posting 11** - What new information have you learned about the change process by reading the text and watching the PD360 videos? How will this new information support your work in PLCs and in future curriculum implementation? |
| 15 | Module 10 – Curriculum Implementation and Evaluation  Module 11 – Sharing with Colleagues  Course objectives addressed: 604.10  MELS artifact components addressed: 6D  NCELS objectives addressed: 1a, 1c, 2a, 3b, 6b | * Read Chapter 7 “Curriculum Evaluation and Assessment in Learning” in *Curriculum Leadership: Readings for Developing Quality Educational Programs* * View the video series entitled *Learning 360 Framework (Elementary or Secondary Edition* as your needs require) * **Posting 12** – How has this course impacted your present and future curricular work? * **Artifact Work 11** – Discuss the process of conducting the focus group meeting/s to review data findings and make recommendations to the School Improvement Team. Present the results of this focus group (Artifact 6D) to your colleagues. After editing and review by your instructor, all components of Artifact 6 should be posted to TaskStream and comments requested by reviewers. |

**VI. Course Policies –** The following course policies were written primarily for the online student. Your course instructor may have additional policies based on their preferences and the course format.

*ONLINE COURSE CONSIDERATIONS:* You should expect to spend a significant amount of time online participating in discussion boards, email communications, and examining online content. Therefore, you will need unlimited access to the Internet.

If you plan to work on your course at work, I encourage you to obtain the permission of your employer. You will also need to make sure that your place of employment allows access to the Gardner-Webb BlackBoard site. Some institutions have access to our Blackboard ports blocked in their firewalls.

Online courses take place wherever you have access to a computer and the Internet. Online classes have no specified meeting times. However, online chats or other meeting times may be scheduled by students working in groups or by the instructor. You may access your course materials via the Internet when it is convenient for you. While course materials may be accessed at your convenience, there are specific due date expectations for assignments.

*ATTENDANCE:* You will be counted as “present” for a class week if you participate in that week’s Discussion Board activity (posting or response to peers). If you do not post to the proper discussion board forum during the class week you will not be counted as attending class that week. According to Gardner-Webb’s University attendance policy, you must attend at least 75% of the course meetings in order to pass the course.

*“DROPPING” THE COURSE:* After the drop/add period (the first week of the semester), a student may withdraw from a course by completing the Course Withdrawal form available in the Registrar’s Office. When a student officially withdraws from a course within the first four weeks of the semester, a “Withdraw” will be designated on the official transcript. When a student officially withdraws from a course after the first four weeks, a grade of “Withdraw Passing” or “Withdraw Failing” will be designated on the official transcript.

*COMMUNICATION POLICIES:* Please feel free to email me directly with questions of a personal nature, grading questions, advising help or with any other issues that are not appropriate for the rest of the class to read. I check my email regularly and will respond to all emails within 24 hours during the workweek. Please note that I am not available on weekends but will respond to weekend email messages on Monday.

All class related questions must be posted to the proper forum on the Discussion Board. I will check the Discussion Board on a daily basis during the workweek and will answer questions as needed. I also highly encourage students to read and respond to postings from their classmates. Part of the nature of this class is for students to help each other troubleshoot problems and develop critical-thinking skills. Working through questions on the forum is an excellent method to develop proficiency in these areas.

Discussion board postings are an integral part of the course. As the attendance policy states, you must post your own responses weekly to the discussion board and must read and respond to at least one other student’s posting. Responses must be more than “I agree.” They should be substantive and should reference reading assignments, web references, lecture notes or outside resources.

Students are encouraged to attend virtual office hours and can also meet with me face-to-face during my scheduled office hours on campus. If you have any questions about the course, please be sure to ask!

Late assignments/discussion board postings will not receive credit. The discussion board should function as a class conversation and therefore postings and responses must be posted in a timely manner to ensure that you are contributing to a current conversation.

*ACADEMIC HONESTY:* Academic dishonesty will not be tolerated. Consult the Gardner-Webb University Student Handbook for specific guidelines. In particular, the following information from the handbook may be useful:

On research papers, reports, and other written assignments, a form of academic dishonesty is plagiarism, which is the use of someone else’s information or exact words without properly “documenting” or identifying that source. Whenever someone else’s exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other than the student’s own personal knowledge “book, article, interview, etc.,” must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should not hesitate to consult the professor about any question or uncertainty regarding proper documentation or research information.

A professor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the professor has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the professor if there is any doubt about outside assistance being permitted.

-2010 Gardner-Webb Student Handbook p. 63

*NETIQUETTE:* Communicating in Cyberspace has it own set of etiquette guidelines referred to as “Netiquette.” Review the linked document for a brief explanation of general rules of etiquette for online communication: <http://www.albion.com/netiquette/corerules.html>

In addition to the above guidelines keep in mind that in this course, students are asked to try to form conceptual links between the course material and their own personal experiences in class discussions because this is an excellent way to learn new material. Therefore, confidentiality must be guaranteed to all students in order to provide a safe learning environment. No student should ever repeat class discussions or allow people outside the class to access our course Website or read printed versions of any student’s posts. Be sure to discuss only information you wouldn’t mind being made public in case anyone violates this confidentiality rule.

**Grading:**

Students in the course will be assessed through the following components:

Assigned Discussion Board Postings and Responses (rubric attached to the syllabus) – 30%

Progress on Gardner-Webb University MELS Artifacts (rubrics can be found within the MELS handbook – 80%

Progress on the following artifacts will be assessed by the instructor during the course:

Artifact 2, Components B-E

Artifact 6, Component E

**Grading Scale:**

Letter grades will be assigned to submitted work based on rubrics found in the MELS handbook. Grades will be assigned in this course using these rubrics along the following guidelines:

“Accomplished” work – A

“Accomplished/Proficient” work – A-/B+

“Proficient” work – B

“Proficient/Developing” work – B-

“Developing” work – C

Work that has not yet met criteria for “Developing” – F

**Support Services:**

Dover Library - <http://www.gardner-webb.edu/library/>

Technology Services – <http://gardner-webb.edu/academics/services/technology/index.html>

Tutorials for using BlackBoard - <http://www.gardner-webb.edu/academics/academic-services/tech-services/blackboard-tutorials/index.html>

Additional assistance for BlackBoard users - call toll free – 855-501-0857 or log in to the following website with your GWU email address and MyWebb password: <https://sungardhe.service-now.com/portal/login.htm>

**Rubric for Postings:**

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| --- | --- | --- | --- |
| **Below Expectations (F)** | **Developing**  **(C)** | **Proficient**  **(B)** | **Accomplished**  **(A)** |
| Postings:   * may not all be made in time for others to read and respond * are rudimentary and superficial; there is no evidence of insight or analysis * contribute no new ideas, connections, or applications * may be completely off topic | Postings:   * may not all be made in time for others to read and respond * are generally competent, but the actual information they deliver seems thin and commonplace * make limited, if any, connections, and those are often cast in the form of vague generalities * contain few, if any, new ideas or applications; often are a rehashing or summary of other comments | Postings:   * are made in time for others to read and respond * deliver information that shows that thought, insight, and analysis have taken place * make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious * contain new ideas, connections, or applications, but they may lack depth and/or detail | Postings:   * are made in time for others to read and respond * deliver information that is full of thought, insight, and analysis * make connections to previous or current content or to real-life situations * contain rich and fully developed new ideas, connections, or applications |